DOCUMENT RESUME

ED 277 184 EC 191 389

TITLE	Understanding Growth and Development: Unit 8. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.
INSTITUTION	Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
REPORT NO	ISBN-0-8138-2507-5
PUB DATE	85
NOTE	36p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM	Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Child Development; *Child Rearing; Children; Cognitive Development; Emotional Development; High Schools; Infants; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; Physical Development; Social Development; Workbooks; Young Children

ABSTRACT

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the second in the Child Care part of the workbook, focuses on understanding child growth and development and includes individual lessons on the main areas of child development (physical, social/emotional, and mental), how a baby develops during the first year, how a toddler grows and develops, how a preschooler grows and develops, and how a schoolage child grows and develops. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

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Parent Education Workbook for Mainstreamed Students

PART II / CHILD CARE

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contemporary parenting choices lessons

UNIT 8

understanding growth and development

EC191389

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International Standard Book Number 0-8138-2507-5

Lesson 1

WHAT ARE THE MAIN AREAS OF DEVELOPMENT IN CHILDREN?

This lesson will help you to:

1. Identify the major ways children develop.

DO YOU KNOW THESE WORDS?

---

continuous - going on without stopping
emotional development - the way feelings are formed
mental development - the way people learn
pattern - a guide that is followed
physical development - the way the body grows
rate - speed
social development - the way people relate to others

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

continuous _____

_____

emotional development _____

_____

mental development _____

_____

pattern _____

_____

physical development _____

_____

rate _____

_____

social development _____

_____

****

HOW DO CHILDREN DEVELOP?

Children grow and develop in three ways. They are:

_____

*physical
*social and emotional
*mental

_____

Every child has a basic pattern of growth. This pattern is the same for every child. But each child grows at his/her own rate.

****

ACTIVITY

Read about Karen and Lynn

Karen and Lynn were born on the same day. At 6 months, Karen could creep forward on her tummy. Lynn was content to sit on a blanket and babble. By 1 year, Karen could walk. She was starting to say words. Lynn could crawl very fast at 1 year. She could say many words.

Lynn and Karen are growing at different rates. This is normal. Not all babies are the same.

Put a check beside the name of the baby that you think

a. will run first. _____ Karen _____ Lynn

b. will say a complete sentence first. _____ Karen _____ Lynn

****

WHAT IS PHYSICAL DEVELOPMENT?

Physical development is a change in a person's height, weight, looks and muscle control. You can measure height with a ruler. Weight can be measured with a scale.

Growth is continuous and much the same for each child. Although there is a basic growing pattern, each child is one of a kind.

****

ACTIVITY

Look around at your classmates. Who are the tallest? Write their names here. _____, _____ and _____

Who are the shortest? Write their names here. _____,

_____ and _____

Do you think the people you named were taller or shorter than others when they were 2 years old? Why?

_____

_____

****

WHAT IS SOCIAL AND EMOTIONAL DEVELOPMENT?

Social and emotional development are related. Social development is how children act toward the people around them. A baby's first social contacts are usually with parents and brothers and sisters. Children go through stages. They may play alone. Then they might watch another child. It takes about 3 years before they learn to share with another child.

Emotional development is having feelings. Some feelings are being happy, sad, angry and others. It is hard to express feelings. A baby expresses feelings by crying, cooing and sometimes smiling. Feelings like being lonely, sad or angry are most often expressed by crying. Older children have to be taught to let people know how they are feeling.

****

ACTIVITY

List two feelings that you think each baby's face is showing.

1. _____

2. _____

1. _____

2. _____

****

WHAT IS MENTAL DEVELOPMENT?

Another word for mental development is learning. At first babies learn what is around them. Everything is brand new. That is why babies are so busy. They have to taste things. Babies like to feel things. Everything has to be checked out. Babies learn by using their five senses. These senses are seeing, hearing, smelling, tasting and touching.

Another way of learning is by imitation. That means copying what is seen. What do you think would happen if you stick your tongue out at 2-year-old Johnny? He probably would stick his tongue out at you! Children also learn by trying things over and over again.

****

ACTIVITY

List three things babies learn to do by using their senses. Example - touch a toy

1. _____

2. _____

3. _____

List three things that babies learn to do by copying others. Example - wave bye-bye

1. _____

2. _____

3. _____

****

It helps to understand the three areas of development. Then a parent or caregiver can understand the actions of a child. You can better help children if you understand them.

KEY IDEAS

THERE ARE THREE MAIN AREAS OF DEVELOPMENT:
PHYSICAL DEVELOPMENT IS GROWING
SOCIAL AND EMOTIONAL DEVELOPMENT IS GETTING ALONG WITH PEOPLE AND FRIENDS
MENTAL DEVELOPMENT IS LEARNING.

EVERY CHILD FOLLOWS THE SAME PATTERN OF GROWTH, BUT THE RATE OF GROWTH DIFFERS.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Changes in a person's height, weight, looks and muscle control are called mental development.

T F 2. Getting along with friends and other people is part of social and emotional development.

T F 3. Learning about new things is called mental development.

T F 4. The reason one 1-year-old can walk but another 1-year-old still crawls is that children of the same age are the same size.

T F 5. Changes in a person's height, weight, looks and muscle control are called physical development.

T F 6. Getting along with friends and other people is part of mental development.

T F 7. Learning about new things is called social and emotional development.

T F 8. The reason one 1-year-old can walk but another 1-year-old still crawls is that children grow at different rates.

****

Lesson 2

HOW DOES A BABY DEVELOP FROM BIRTH TO 1 YEAR?

This lesson will help you to:

1. Describe a newborn baby.
2. Describe changes that occur in babies from birth to 1 year.

DO YOU KNOW THESE WORDS?

---

continuous - going on without stopping
emotional development - the way feelings are formed
newborn - a baby less than 1 month old
physical development - the way the body grows
schedule - a set time for doing things
social development - the way people relate to others
trunk - the body except for the arms, legs and head

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

continuous _____

_____

emotional development _____

_____

newborn _____

_____

physical development _____

_____

schedule _____

_____

social development _____

_____

trunk _____

_____

****

HOW DOES A NEWBORN BABY LOOK?

When a baby is born, it is called a newborn. It is called a newborn until it is 1 month old.

A newborn doesn't look like a regular baby. It is tiny. The head of a newborn is big compared to the rest of the body. The head may look out of shape because it was squeezed out of shape when the baby was born. This will change as the baby gets older. What happens when you squeeze a sponge? It gets squeezed out of shape. When you let go, it goes back to normal. The same thing happens to a baby's head. It gets squeezed out of shape when it passes through the birth canal. The baby's head also goes back to normal.

WHAT DOES A NEWBORN DO?

Newborns spend most of their time eating, sleeping, crying and wetting their diapers. They can't walk or hold up their heads. Some babies need to eat every 3 hours. Other babies eat every 4 hours. This means babies eat six or more times a day. This varies from baby to baby. Newborns need to eat at night. The mother or father has to get up to feed the baby. Parents don't get much sleep when a newborn is around.

Newborns sleep a lot. They may sleep from 15 to 23 hours a day. They are comfortable when they sleep on their sides. This keeps them from choking if they spit up. It also keeps them off their sore belly button. Be sure they are warm but not hot. You can tell by feeling their back. Think about how much clothing you have on. Babies need an extra blanket if you have on a sweater. Some babies like to be tightly wrapped. Others like to have room to kick.

Sometimes newborns get their days and nights mixed up. They will sleep all day. Then they will cry all night. It takes time to get them on a schedule.

****

ACTIVITY

True-False Circle the correct answer.

T F Newborns can walk.

T F Newborns can hold up their heads.

T F Newborns eat three meals a day like an adult.

T F Newborns can sleep during the day and stay awake at night.

****

HOW DOES A BABY CHANGE DURING THE FIRST YEAR?

The baby develops in three ways during its first year. They are:

---

*physical development
*social and emotional development
*mental development

HOW DO BABIES GROW?

How babies grow is called physical development. Babies grow and develop rapidly during their first year. They grow more during their first year than in any other year.

The baby grows rapidly in height. The average baby is 20 inches long at birth. By one year, the average baby is 30 inches long. Look at how long this page is. It is a little more than 10 inches. A baby is about two pages long at birth. It is about 3 pages long at 1 year.

The baby also gains weight. Generally, a baby will triple its weight by the end of the first year. A baby who weighed 6 pounds at birth would weigh about 18 pounds at 1 year.

Figure these weights for babies at 1 year.

5 pounds at birth	9 pounds at birth
x 3	x 3
pounds at 1 year	pounds at 1 year

All babies grow in the same ways. It may take more or less time for some babies, but the way they grow is the same.

*Growth goes from the head to foot. This is why babies' heads are so big

when they are born. Babies first learn to lift their heads. Then they learn to sit, to crawl and finally to walk.

*Growth goes from near to far. Development starts at the body trunk and moves outward. First, babies are able to scoot their entire body toward the object they want. Then they wave their hands at it. Later they are able to grasp objects with the palms of their hands. Finally they can pick up objects with their thumbs and fingers.

*Growth goes from simple to complex. At first a baby eats and sleeps. Gradually they learn to do harder things.

*Growth is continuous and orderly. A baby does not add an inch to one leg and then an inch to the other. Both legs grow at the same rate and along with other body parts.

****

ACTIVITY

Match the way babies grow with the examples of growth.

Ways babies grow	Examples of growth
_____1. Growth goes from head to foot.	A. Sally could move her body before she could wiggle her fingers.
_____2. Growth goes from near to far.	B. Jamie could lift his head before he could sit.
_____3. Growth goes from simple to complex.	C. Brian's head grew along with his other body parts.
_____4. Growth is continuous and orderly.	D. Amy slept a lot but then she learned to look around.

****

Babies' senses also develop. They see brightness before shapes. After a few months, they like to look at bright colors. Hearing develops even before birth. Voice tones carry meanings before words do. Babies' speech develops towards the end of the first year. A baby can smell and taste soon after birth.

HOW DO BABIES FEEL?

How babies feel is also called social and emotional development. Social development deals with relationships with others. Emotional development deals with feelings. These types of development are hard to see in a baby. But it is important that parents think about them.

Newborns have only general feelings. As they get older, they get more feelings. It is important that babies have their need for food, love and care met. Babies can then develop a sense of trust. They will have good feelings. They will show love to their parents. This is the start to a happy life.

HOW DO BABIES LEARN?

How babies learn is also called mental development. Think of all the new things a baby learns to do: talk, drink out of a cup, remember faces and lots of other things. That's one reason why the baby has to sleep so much. There is so much to learn that the baby has to stop and take a break.

Babies learn by using their senses. They use their senses of sight, hearing, touch, smell and taste. They learn a lot with their mouths. Have you ever noticed a baby picking up a toy and putting it into its mouth? That's one way a baby learns.

Babies also need to hear sounds like a parent talking or music. They need to see different objects. They need to feel many different things. Some might be fuzzy, others smooth. A parent doesn't need to buy fancy

toys for a baby. Many things around the house are fine for a baby to play with. A plastic cup is colorful and fun to roll. A magazine has smooth pages and pictures.

****

ACTIVITY

Can you think of items in your house that would help a baby learn? List them here. Here are some ideas to get you started.

spoons
pans

_____

_____

_____

****

KEY IDEAS

A NEWBORN BABY IS TINY, HELPLESS AND SPENDS MOST OF THE TIME SLEEPING.

DURING THE FIRST YEAR, A BABY'S BODY GROWS FASTER THAN ANY OTHER TIME IN LIFE.

BABIES LEARN TO TRUST OTHER PEOPLE AND BEGIN TO SHOW THEIR FEELINGS WITHIN THE FIRST YEAR.

BABIES FIRST LEARN BY USING THEIR SENSES.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Two words that describe a newborn baby are active and playful.
T F 2. A newborn baby spends most of the time sleeping.
T F 3. During the first year a baby grows slower than any other time in life.
T F 4. One thing babies learn in their first year is to read.
T F 5. Babies first learn things by using their senses.
T F 6. Two words that describe a newborn baby are tiny and helpless.
T F 7. A newborn baby spends most of the time playing.
T F 8. During the first year a baby grows faster than any other time in life.
T F 9. One thing babies learn in their first year is to trust others.
T F 10. Babies first learn by copying others.

****

Lesson 3

HOW DOES A TODDLER GROW AND DEVELOP?

This lesson will help you to:

1. Describe changes that occur in children from 1 to 3 years.

DO YOU KNOW THESE WORDS?

---

commands - gives orders
curious - excited to learn or know
imagines - forming a picture in your mind
jealous - wanting all the attention or love
toddler - a child between the ages of 1 and 3
toilet trained - being able to use the toilet by oneself

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

commands _____

_____

curious _____

_____

imagination _____

_____

jealous _____

_____

toddler _____

_____

toilet trained _____

_____

****

WHAT IS A TODDLER?

A toddler is a child between the ages of 1 and 3. If you have ever seen a child this age walk, you know why they are called toddlers. Their walk is choppy and jerky. They "toddle" along. A child begins to be independent during this stage.

HOW DOES A TODDLER DEVELOP PHYSICALLY?

During the toddler years, a child will learn to walk and run. There is a girl named Denise. Let's see how she might grow and develop. As Denise learns to walk, she will be curious. This could get her into trouble. Parents will need to keep everything harmful out of reach. As she becomes more independent, she will learn to feed herself. She will also learn to dress herself at about the age of 2. Denise will become toilet trained. This means she can use a toilet instead of her diaper. It's a big step when a baby learns how to use the toilet.

****

ACTIVITY

Think of children you have known at this age. What are some things they were able to do? Can you list three here?

1. _____

2. _____

3. _____

****

HOW DOES A TODDLER DEVELOP SOCIALLY AND EMOTIONALLY?

There is a boy named D.J. Let's see how he might develop socially and emotionally. D.J. is interested in other children. He has many playmates. When they play, they play close to one another. They don't play together.

D.J. has learned to be jealous. This happens when his parents play with another baby. D.J. hasn't learned that love can be shared. Parents are still the most important people in D.J.'s life. D.J. is a little afraid of strangers. He likes to be close to his parents. D.J. is self-centered. This means he thinks of himself first. If he doesn't get his way, he gets mad. He cries and screams. This is called a temper tantrum. D.J. hasn't learned to control his feelings. He will be happy one minute and sad the next.

****

ACTIVITY

Can you match the feelings to D.J.'s actions? Draw a line from the action to the feeling it shows.

D.J.'s actions:	D.J. is:
1. D.J. tries to hit the baby that his mother is holding.	A. happy
2. D.J. jumps up and down when he sees his dad in the morning.	B. jealous
3. D.J. holds onto his mom's hand when they are in the store.	C. love
4. D.J. hugs his teddy bear.	D. scared

****

HOW DOES A TODDLER DEVELOP MENTALLY?

Children learn to talk when they are toddlers. They are able to follow simple commands. They can name colors and people. They are also able to say their name and how old they are. They might even hold up their fingers to show their age.

A toddler learns to think and solve problems. For example, a toddler can put a simple puzzle together. Toddlers are able to remember past events. They may talk about a birthday party for a long time after it happened. Toddlers also begin to learn about size and time. They start to learn the difference between today and yesterday.

A child's imagination grows. Toddlers might imagine monsters in their room at night. A parent may have to put a night light in the room.

****

ACTIVITY

Put a T in the blank if the sentence is true. Put an F in the blank if it is false.

_____1. Toddlers are able to solve simple problems.

_____2. Toddlers can read.

_____3. Toddlers can tell you their name.

_____4. Toddlers can multiply.

****

KEY IDEAS

TODDLERS LEARN TO WALK, FEED, DRESS AND GO TO THE TOILET BY THEMSELVES.

TODDLERS HAVE PLAYMATES BUT THEY PLAY ALONGSIDE EACH OTHER RATHER THAN WITH EACH OTHER.

TODDLERS ARE SELF-CENTERED AND WILL HAVE TEMPER TANTRUMS.

A TODDLER LEARNS TO TALK AND STARTS TO LEARN ABOUT SIZE AND TIME.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Some things toddlers can do are walk and feed themselves.

T F 2. When toddlers are with other children, they play beside each other.

T F 3. Toddlers have temper tantrums because they want their own way.

T F 4. When toddlers learn about time, they can tell time from a watch.

T F 5. Some things toddlers can do are jump rope and ride bikes.

T F 6. When toddlers are with other children, they do not pay attention to one another.

T F 7. Toddlers have temper tantrums because they are naughty.

T F 8. When toddlers learn about time, they can begin to tell the difference between today and yesterday.

****

Lesson 4

HOW DOES A PRESCHOOLER GROW AND DEVELOP?

This lesson will help you to:

1. Describe changes that occur in children from 3-6 years.

DO YOU KNOW THESE WORDS?

---

preschooler - child between the ages of 3-6
traits - special qualities of a person
specific - exact

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

preschooler _____

_____

traits _____

_____

specific _____

_____

****

HOW DOES A PRESCHOOLER DEVELOP PHYSICALLY?

Preschoolers grow at a slower rate than infants or toddlers. There is a boy named Keith. Let's see how Keith might grow and develop physically. Not all children will develop the same way as Keith. Some children will develop faster. Others will develop slower.

At 3, Keith could use a fork and spoon. Keith liked to ride his tricycle and do tricks. He also liked to unbutton buttons. He also could catch a ball.

Keith could do tricks with his tricycle at the age of 4. He like to go to the park and climb on the monkey bars. He started drawing numbers with a pencil.

By the age of 5, Keith could take care of himself. He could dress himself. Keith also could feed himself. Keith was excited that he would be going to school soon. He liked to draw squares and other pictures.

****

ACTIVITY

How old was Keith when he could do the following activities? Write his age on the blank.

_____ do tricks with his tricycle

_____ unbutton buttons

_____ draw squares

_____ catch a ball

_____ go to school

****

HOW DOES A PRESCHOOLER DEVELOP SOCIALLY AND EMOTIONALLY?

A preschooler keeps on learning how to relate to other people during the preschool years. Preschoolers have relationships with adults and children. Preschoolers learn to play with children their age.

By the age of 3, most children know if they are boys or girls. At the age of 4, most children are interested in what their friends say. This changes around the age of 5 when the child becomes more home centered again. Children about the age of 4 or 5 learn to take turns. This is quite a change from a 3-year-old. A 3-year-old thinks, "Me first!"

All children have feelings. As children grow, their feelings and the ways they show them change. Children need help in learning to handle their feelings. They do not understand them. They don't know other people have feelings, too.

The emotions of preschoolers last for a short time. They may change quickly. This is especially true of the 3- to 4-year-olds. Children may scream with anger if they can't reach a toy. As soon as they get it, they will stop screaming and begin to smile. A preschooler's emotions are strong. They don't get a little bit mad. They get very mad.

As children get older, they can express their feelings with words. They may have problems saying what they mean. Children may say they hate someone when they mean they are very angry. It will take time for them to learn to say what they mean.

****

ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Preschoolers have relationships with adults and children.
T F 2. Preschoolers play with each other.
T F 3. At the age of 6, most preschoolers know if they are boys or girls.
T F 4. At the age of 4 to 5, a preschooler learns to take turns.
T F 5. The emotions of a preschooler last for a long time.
T F 6. A preschooler's emotions are very strong.

****

HOW DOES A PRESCHOOLER DEVELOP MENTALLY?

There is a preschool girl named Fran. Let's see how Fran might develop mentally.

Fran started talking when she was 1 year old. By age 3, she knew about 1,000 words. Fran had trouble saying some words. She said "thicken soup" for "chicken soup." By the time she was 5, Fran had learned many more words. She could speak in sentences. She could say "chicken soup."

Fran likes to ask questions. She is always asking "Why?" Fran learns a lot this way. She finds out things from her parents and other people.

Fran likes to color. When she was 3, she drew stick figures. Her pictures got better as she got older. By age 5, Fran could draw pictures of horses and flowers.

As a preschooler, Fran can understand general things. For example, Fran saw a group of blocks. She saw that they were all red. Fran didn't notice that the blocks were different sizes. That is what is meant by saying she could understand general but not specific things.

By the age of 5, Fran could count to 20. She could say the days of the week. Fran could count out money. She knew it cost 30¢ to buy a candy bar!

****

ACTIVITY

List 3 ways that Fran has developed mentally.

1. _____

2. _____

3. _____

****

KEY IDEAS

PRESCHOOLERS GROW AT A SLOWER RATE THAN INFANTS AND TODDLERS.

PRESCHOOLERS LEARN TO PLAY WITH CHILDREN THEIR AGE.

PRESCHOOLERS LEARN MORE FEELINGS AND BEGIN LEARNING HOW TO CONTROL THEIR FEELINGS.

PRESCHOOLERS LEARN TO TALK FAIRLY WELL.

PRESCHOOLERS CAN UNDERSTAND GENERAL BUT NOT SPECIFIC THINGS.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Preschoolers' rate of growth is slower than infants and toddlers.

T F 2. When preschoolers are with children their age, they play beside each other.

T F 3. Preschoolers often show their feelings by having temper tantrums.

T F 4. Most preschoolers can talk only a little bit.

T F 5. A general thing a preschooler might understand is that a cake has chocolate frosting.

T F 6. Preschoolers' rate of growth is the same as infants and toddlers.

T F 7. When preschoolers are with children their age, they play with each other.

T F 8. Preschoolers often show their feelings by talking and sometimes hitting others.

T F 9. Most preschoolers can talk fairly well.

T F 10. A general thing a preschooler might understand is that a cake will serve 12 people.

****

Lesson 5

HOW DOES A SCHOOL-AGE CHILD GROW AND DEVELOP?

This lesson will help you to:

1. Describe changes that occur in children from 6-12 years.

DO YOU KNOW THESE WORDS?

---

clumsy - awkward
complex - very detailed
continuous - never ending
pattern - a guide that is followed
school-age - child between the ages of 6-12
specific - exact
spurt - sudden growth

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

clumsy _____

_____

complex _____

_____

continuous _____

_____

pattern _____

_____

school-age _____

_____

specific _____

_____

spurt _____

_____

****

HOW DO SCHOOL-AGE CHILDREN DEVELOP PHYSICALLY?

School-age children have very different growth patterns. Most grow at a continuous rate until about the age of 10. Then growth begins to take place in spurts and stops. These spurts are different from child to child. Girls have growth spurts about 2 years before boys. A girl of 10 may feel like a giant. Sooner or later, the boys will grow and be taller. Also, body parts do not grow at the same rate. The feet and hands may grow faster. Have you ever seen a sixth grader with huge feet? That is why.

The rapid growth may cause a school-age child to be clumsy. This changes as the body gets used to its bigger parts. School-age children develop small muscle control. This means they can put together model cars, draw pictures or do other activities that need a steady hand.

****

ACTIVITY

Read each sentence. Put a T in the blank if the sentence is true. Put an F in the blank if it is false.

_____ All school-age children grow at the same rate.

_____ The hands and feet may grow faster than other body parts.

_____ Small muscle control is not learned between the ages of 6-12.

_____ Small muscle control means people can do things like sew.

****

HOW DO SCHOOL-AGE CHILDREN DEVELOP SOCIALLY AND EMOTIONALLY?

There is a girl named Amy. Let's see how she might develop socially. Amy made many new friends when she began kindergarten. Her best friend was Lisa. They did everything together. They sat by each other in school. Lisa and Amy joined Bluebirds when they were 7. They were on a softball team and tumbling team when they were 9. They joined the band and chorus in fifth grade. Slowly Amy and Lisa became more independent of their families. They began to depend on each other and other friends as well as their families.

Let's see how Amy develops emotionally. Amy has had many feelings over the years. She has also learned to control her feelings of anger. When she was 6, she used to yell when she was angry. At 10 she played basketball to get over her anger. Amy is learning new emotions and feelings. She feels pride when she does well on her Bluebird projects. She felt defeat when she didn't make first chair in band. But she didn't let it get her down. She practiced more so she could get better. Amy is having many new feelings as she gets involved in different activities.

****

ACTIVITY

Read the following sentences about Amy. Decide if they show social or emotional development. Write "social" or "emotional" in the blank.

_____ 1. Amy joined Bluebirds.

_____ 2. Amy has many friends.

_____ 3. Amy feels jealous when Lisa stays overnight with a friend.

_____ 4. Amy is more independent of her family.

_____ 5. Amy feels happy when she hits a home run.

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HOW DO SCHOOL-AGE CHILDREN DEVELOP MENTALLY?

There is a boy named Joe. Let's see how he develops mentally. When Joe started school, he could count to 15 and name different animals and colors. He thought about things in a general way. Joe learned many things in school. He learned how to add, read and many other things. He could arrange things by size, color or shape. He began to think in a specific way. When Joe was about 12, he began to think in a different way. He was able to think in a complex way. He could understand how things work. He was able to imagine things. He could think of things that were complex. An example is what it would be like on the moon and what you would have to do to survive. Joe was beginning to think like a grownup.

Joe's way of thinking changed from the time he was 6 to when he was 12. The change was slow but it occurred. This change occurs in all children. It is part of growing up.

KEY IDEAS

SCHOOL-AGE CHILDREN GROW IN SPURTS.

SCHOOL-AGE CHILDREN BECOME MORE INDEPENDENT OF THEIR FAMILIES.

SCHOOL-AGE CHILDREN HAVE NEW FEELINGS BECAUSE THEY ARE IN MORE ACTIVITIES AND AROUND MORE PEOPLE.

SCHOOL-AGE CHILDREN GO FROM SIMPLE THINKING TO COMPLEX THINKING

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REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. School-age children grow in spurts.
T F 2. Parents should expect school-age children to depend more on their family.
T F 3. School-age children have new feelings because they are in more activities.
T F 4. When school-age children begin to think in a complex way, they can add big numbers.
T F 5. School-age children grow very rapidly.
T F 6. Parents should expect school-age children to show more independence than before.
T F 7. School-age children have new feelings because they spend a lot of time alone.
T F 8. When school-age children begin to think in a complex way, they can imagine things.

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SEE YOUR TEACHER FOR THE UNIT TEST.

Parent Education Workbook for Mainstreamed Students

The fourth module in the Contemporary Parenting Choices Series from the Iowa State University Press, *Parent Education Workbook for Mainstreamed Students*, is designed to present parenthood education information to mentally and/or learning disabled students in high school home economics classes.

It contains 12 units, each in a work/text format that offers lessons and lesson objectives, vocabulary, appropriate reading materials, suggested evaluation items for use with each, and an annotated bibliography of supplementary materials.

They provide instruction in 12 major topic areas: self-awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development of children, parenting skills, adolescence, the work world, and child care job skills.

A teachers manual explains the development of each of these major topic areas, details characteristics of mentally and learning disabled students, and provides methods and strategies for working with these students.

Parent Education Workbook for Mainstreamed Students was developed by members of the Iowa State University Department of Home Economics Education under the direction of Jerelyn Schultz and the auspices of the Iowa Department of Public Instruction.

THE DECISION TO PARENT: A TEACHING GUIDE, the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law #94-492 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jerelyn Schultz, assisted by Penny Ralston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University Department of Home Economics Education. (1980. ISBN 0-8138-1595-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE, the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It focuses on the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be considered in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jerelyn Schultz was assisted by Penny Ralston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University Department of Home Economics Education. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

PARENTING TODAY: A TEACHING GUIDE, the third module in a series on contemporary parenting, is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining effective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

Parenting Today: A Teaching Guide was developed under the direction of Jerelyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University Department of Home Economics Education, with the cooperation of the Iowa State Department of Public Instruction. (1984. ISBN 0-8138-0358-6. Paper, comb binding.)

THE IOWA STATE UNIVERSITY PRESS / AMES, IOWA 50010 **ISBN 0-8138-2507-5**